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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)**  ***NOTE:***  ***Didn’t do any of the morning meetings last week due to preparing for Student-Led Conference all week. So, morning meetings from last week will be done this week.***  Students had to work on SD Notebooks and enter dividers, mission statement, personal goals, Agenda for students to follow, How I See Myself sheet, Action Goal form, and Self-Evaluation form | **Greeting**- Gender Greeting. Students will greet each other by gender. For example: Boys-Girls or Girls-Girls, or boys -boys.  **Sharing**- “Weekend Update”- students will share what they did the weekend.  **Group Activity**-Students play sparkle using spelling words. Students form a circle around the room.  **Announcements** | **Greeting**- Funny Voices greeting. Students will greet each other using different voices. Examples: spooky, whisper, loud, soft, baby, tough guy, squeaky, sings song, etc. Students say good morning back in the same voice used.  **Sharing**- Are you a leader or follower? Students will watch the news clip on the brawl at a local school. Also, class will discuss consequences of this behavior.  <http://www.abc12.com/story/15880256/large-fight-at-flint-middle-school-parent-says-kids-were-brawling>  .**Group Activity**.. Students will answer a riddle based on a three digit odd number.  **Announcements** | **Greeting**- Crazy Walk greeting. Students will greet each other by crab walking, disco walking, skip, hop on one foot, walk on their knees, etc.  **Sharing**- Students will discuss people who they know are incarcerated. Students may share how this makes them feel if they choose.  **Group Activity—**Algebra problems – T + 91 = 186  **Announcements** | **Greeting**- Action name greeting. An example would be, “Hi, Good Morning, I’m Smiling Tarean or Jumping Rudy.” The student says his/her name and does the action at the same time. The class responds with “Good Morning Jumping Judy,” including the action.  **Sharing** Students will discuss word of the week “self-control”  **Group Activity**. Teacher whispers a message in one student’s ear and tell him or her to pass it down. At the end we will see if the last student got the message right. Teacher discusses how rumors get spread.  **Announcements** | **Greeting**- Friday Greeting- Students will greet each other by  **Group:** "Hello, Mrs. Essix! The weekend is near! What are you going to do when it’s here?" **Mrs. Essix:** "Hello, everyone! I’m going to the movies!" **Group**: Have fun!" **Sharing**-Discuss goals and dreams. Mrs. Parker discussed last week to keep your on the prize. The prize is your goals and dreams. She mentioned do not let anyone deter you from the prize.  **Group Activity**  Dividing and multiplying whole numbers and decimals.  **Announcements** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)**  ***NOTE:***  ***Didn’t do any of the character education discussions last week due to preparing for Student-Led Conference all week. So, character education will be the same from last week..*** | Library—Anthony | Library—Essix | Word for the week: Self-control  Class discussion on defining self-control in own words.  Students look at video on self-control <http://www.youtube.com/watch?v=zuDUwnVhyl0&feature=related> | [Students](http://www.youtube.com/watch?v=Emcxm6SubxQ) will work in a group and discuss the following quote on self-control.  The best day of your life is the one on which you decide your life is your own.  No apologies or excuses.  No one to lean on, rely on, or blame.  The gift is yours - it is an amazing journey - and you alone are responsible for the quality of it.  This is the day your life really begins when you learn self-control~Bob Moawad | Word for the week: Self-control  Each student will discuss if they have self-control or not. Then, they must give examples on how they demonstrate self-control and/or how they do not demonstrate self-control and how can they fix this problem. |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration—  **Students will place all reading test, spelling test and writing assignments in their SD Notebook, along with rubrics.**  **Spelling**  **W.SP.06.01** in the context of writing, correctly spell frequently encountered and frequently misspelled words.  Grammar  **W.GR.06.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes. | ***R.CM.06.01*** *connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.*  ***R.CM.06.02*** *retell through concise summarization grade-level narrative and informational text.*  ***Reading*** (50 min)  ***Assignment:***  Students will read segment 2 aloud while teacher ask questions to check for comprehension after each page.  Students will summarize segment 2 in their groups.  ***Grammar***: (20 min) Students take a quiz on complete subjects. Students grade each other papers.  ***Spelling***-(15 min)—Students play a game (Teach me—pronunciation and spelling) [www.spellingcity.com](http://www.spellingcity.com)  **S.CN.06.02** speak effectively using rhyme, rhythm, cadence, and word play for effect in narrative and informational presentations.  **L.RP.06.01** listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.  ***Writing***  Students will present their writing in front of the class. Students will give comments or ask questions.  Students must make eye contact, stand appropriately, and speak clearly.  **FOCUS: Presentation & Listening** | ***R.CM.06.03*** *analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.*  *Informational text*  ***Reading***  ***Assignment:***  Students will read story with group and complete worksheet on “Details/Graphic Organizing” & Comprehension sheet independently.  Teacher works with specific students on finding the key words, comprehension, and context clues, inferences, and making conclusions and connections).  ***Grammar—***Students will complete worksheet on verb phrases in the Grammar Usage book  ***Spelling***-Students play online game (Match word with correct sentence) [www.spellingcity.com](http://www.spellingcity.com/spelling-games-vocabulary-games.html)  **W.PR.06.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).  ***Writing-***  Students will begin writing their second expository paper.  Teacher will assist and observe.  Students must plan their writing before writing.  **FOCUS: Prewriting & Ideas** | ***R.MT.06.01 R.CM.06.03*** *analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.*  *Informational text*  ***Reading***  ***Assignment:***  Students will complete “Thinking Through Selection” at the end of selection with group. Group will share answers with the rest of the class.  ***Grammar—***Students complete worksheet on complete Verb Phrases (Grammar Usage book)  ***Spelling—***Students will play game (Hang Mouse) on [www.spellingcity.com](http://www.spellingcity.com/spelling-games-vocabulary-games.html)  ***W.PR.06.04*** *draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.*  ***Writing—***  Students will watch a quick video on [www.brainpop.com](http://www.brainpop.com) on “Voice”  MINI LESSON: Teacher will model and demonstrate further what “Voice” in writing mean and how it looks and sound.  Students will work with writing partners to come with at least three examples of adding voice to their paper.  <http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/voice.htm>  **FOCUS: Voice** | ***R.MT.06.01*** *self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.*  ***Reading & Assignment:***  Students will read selection silently and complete comprehension worksheets that go along with the story independently.  Teacher will make sure students understand directions before students begin.  ***Grammar-***  Students will complete pages from Grammar Usage book on Kinds of Sentences  ***Spelling-***  Students will play sparkle using the spelling words.  ***W.PR.06.04*** *draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience*  ***W.PR.06.05*** *proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.*  ***Writing—***  Students will continue writing paper. Students will exchange papers and fill out a Peer Response sheet. On this sheet students will give three strengths and three weaknesses (ideas, details, word choice, voice, organization, conventions, & sentence fluency is what students should focus on).  Students will type first paper in the computer lab.  **FOCUS: Peer Response/Edit/Revising** | ***R.MT.06.01***  ***R.MT.06.02*** *plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.*  ***Reading & Assignment:***  Students will play Jeopardy on Selection 2 Theme I to prepare for the teacher-made test Monday, November 21st)  Students must be able to find the question in the textbook and answer question in complete sentences.  ***Grammar-***  Students will complete online game on 4 Kinds of Sentences  <http://www.pb5th.com/test/writing/4sent_potc.htm>  ***Spelling-***  Students will have a competition (divide class into 2 groups)---Test due Monday 11/21/11  ***W.PR.06.04*** *draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience*  ***W.PR.06.05***  ***Writing—***  Students will continue revising rough draft according to writing partner suggestions.  **FOCUS: Conventions** |
| Homework/Reading  (Mon and Wed) | Read new story “Climb or Die” and answer Think Through Selection pg. 88 |  | Students complete graphic organizer worksheet in PB on Climb or Die |  |  |
| Homework/Writing  (Tues and Thurs) |  | Expository Paper (How to do or make something) |  | Expository Paper (How to do or make something) |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Students will take a teacher created quiz cover section 1 and section 4 of Chapter 1.  Students will check quizzes for immediate feedback.  Results will be entered into Student Data Notebook.  [**http://video.search.yahoo.com/search/video;\_ylt=A0oG7lHEZbVO\_BoAdyBXNyoA?p=most%20freshwater%20found%20on%20earth%20is&fr2=piv-web**](http://video.search.yahoo.com/search/video;_ylt=A0oG7lHEZbVO_BoAdyBXNyoA?p=most%20freshwater%20found%20on%20earth%20is&fr2=piv-web)  [**http://video.search.yahoo.com/search/video;\_ylt=A2KLqIDZZrVOOFYA8TD7w8QF;\_ylu=X3oDMTBrOTlpOGs3BHNlYwNzZWFyY2gEdnRpZANWMTE2?p=freshwater+on+earth&ei=utf-8&fr2=piv-web&n=21&js=1&tnr=20**](http://video.search.yahoo.com/search/video;_ylt=A2KLqIDZZrVOOFYA8TD7w8QF;_ylu=X3oDMTBrOTlpOGs3BHNlYwNzZWFyY2gEdnRpZANWMTE2?p=freshwater+on+earth&ei=utf-8&fr2=piv-web&n=21&js=1&tnr=20) | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Teacher will introduce chapter 2, section 1 by going over the vocabulary words on pg. 48  Students will hypothesize about the following question: Why is Earth called the water planet? Teacher will jot down student responses on the SMART board.  Teacher will distribute graphic organizer for section concepts. For struggling students some information will be filled in when they receive the sheet.  Students and teacher will read “The Water Cycle” on pg. 48 orally.  Students will watch Bill Nye video on the water cycle.  Writing:  Students will take scrambled sentences on the SMART board that detail the water cycle in the wrong order and unscramble them. Students will then write the paragraph correctly. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  Students will view seasons video at <http://www.brainpop.com/science/weather/seasons/>  Teacher will introduce the vocabulary for Chapter 2, Section 1 using direct instruction method.  Students will read Chapter 2, Section 1 pgs. 52-54 orally. Teacher will stop to model concepts such as the relationship between latitiude and climate.  Given an outline map of the Earth, students will identify the equator, the Tropic of Capricorn, Tropic of Cancer, the Arctic Circle and the Antarctic Circle. Students will shade in the tropics.  Students will view climate video at <http://www.brainpop.com/science/weather/climatetypes/>  Students will work in small groups to identify various locations in different climate regions of the world. The information will be charted and shared with the class to help students recognize the effect of latitude on climate.  Students will begin a graphic organizer identifying the major influences on climate in the world | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  **Anthony-Technology at 2:30**  Students will play vocabulary match game on [www.spellingcity.com](http://www.spellingcity.com) using definitions of vocabulary words  Students will watch video about wind at <http://www.brainpop.com/science/weather/wind/>  Students will take quiz on brainpop.com as informal assessment  Students will continue reading Chapter 2, Section 1. Teacher will model prevailing winds  using twip.glencoe.com  Writing: Students will continue filling in their graphic organizer with information about wind and ocean currents  Students will complete reading of Section 1. Teacher and students will view the elevations of various locations: Denver, Colorado; Death Valley; Las Vegas: Los Angeles. Teacher will display average seasonal temperatures for these locations.  Teacher will help students reach the conclusion that landforms also effect the climate of areas. | **6 – G1.1.1**  **6 – G1.2.1**  **6 – G1.2.3**  **6 – G1.2.4**  **Use maps and other geographic tools to acquire and process information from a spatial perspective**  **Essix-Technology at 2:30**  Students will play vocabulary sentence game on [www.spellingcity.com](http://www.spellingcity.com) using definitions of vocabulary words  Students will hypothesize what the temperatures and humidity would be like in Mexico’s three altitude ranges based on what they have just learned.  Teacher will introduce concept of rain shadows using slide at <http://exchange.smarttech.com/details.html?id=e03666e8-a4a4-4f48-a84e-0fdca4e36d9c>  Writing: Students will write a summary of the major factors that influence the climate of a region. |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension* ***daily.*** *Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.*  ***All tests along with the rubric shall be placed in the student SD Notebooks.)*** | * ***N.ME.06.16*** *Understand and use exponents* * ***N.FL.05.04*** *Multiply a multi-digit number by a two-digit number.* * Video explains how to multiply <http://adaptedmind.com/v.php?vId=71> * Students will continue working on Multiplication Patterns in Ch.3 and Ch. 2 Introduction to Algebra * Teacher is teaching group I Multiplication and Group 2 and 3 are reviewing Ch. 1 Adding and Subtraction decimals and Ch. 2   ***Writing***  Students will compare properties of addition with properties of multiplication. | * **N.ME.06.16 N.FL.05.04** * Video explains how to multiply <http://adaptedmind.com/v.php?vId=49>   Group I will complete study guide on Ch. 3 Multiplication Patterns.  Group II will complete study guide on Ch.2 Introduction to Algebra.  ***Writing***  Students will complete story problems and open-ended problems. | **N.ME.06.16 N.FL.05.04**   * Video explains how to multiply <http://adaptedmind.com/v.php?vId=50> * Teacher or Mr. Scales continues to work with struggling students on Ch. 1 and 2. * Group I will take multiplication test on Ch. 3 Form A. * Groups 2 and 3 will take Ch. 2 Assessment.   Test will be placed in SD Notebooks. | * **6.NS.3.** Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.   (Group I) Teacher will introduce dividing decimals by decimals and dividing whole numbers.  Teacher will reteach the steps and make a chart of the steps to post in the room.  Teacher will show students a video on how to divide from website [www.adaptedmind.com](http://www.adaptedmind.com) located on the [www.mrsanthony-jones.wikispaces.com](http://www.mrsanthony-jones.wikispaces.com) Page.  Group 2 and 3 will be working on Ch 3 Multiplication Patterns.  Students will complete the problems on the board.  ***Writing***  Students will complete story problems on division and multiplication. | * **N.ME.06.16 N.FL.05.04, 06** * Video explains how to multiply and divide <http://adaptedmind.com/v.php?vId=49> * Teacher works with continues to work with struggling students. * (Group I) Students complete Ch. 4-1 out of practice book. * (Groups 2 and 3) Students will begin Ch. 3 Lesson3 on multiplying decimals. Teacher models problems in textbook pg. 59 (1-29) * Students will complete worksheets from Practice and Enrich book.   ***Writing***  Students will explain what to do with decimal in the dividend part of the problem. |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | **P.EN.06.41**  **P.EN.06.42**  Energy-light and sound  Students will be asked to solve the following riddle: When does red, orange, yellow, green, blue, and violet make white? Teacher will take answers from a few students.  Teacher will introduce light to students by using a flashlight and a prism to demonstrate light’s spectrum.  Teacher will introduce vocabulary on pg. E124 using direct instruction techniques.  Writing: Students will read pg. E124-E125 and will write the answer to the check question at the bottom of the last page.  Students will watch video about light at <http://www.brainpop.com/science/energy/light/> and will complete accompanying word scramble | **P.EN.06.41**  **P.EN.06.42**  Energy-light and sound  Students will review previous days information through short question/answer period with teacher.  Teacher will introduce refraction and reflection, translucent, opaque, and transparent using PowerPoint presentation Properties of Light found at <http://exchange.smarttech.com/search.html?q=light&subject=Science&grade=Grade+6&region=en_US>  Students will then be given list of items and have to determine whether they are translucent, opaque, or transparent.  Writing: Students will complete Venn diagrams comparing and contrasting reflection and refraction; translucent, transparent, and opaque | **P.EN.06.41**  **P.EN.06.42**  Energy-light and sound  Students will match vocabulary words with their definitions on [www.spellingcity.com](http://www.spellingcity.com)  Students will read pgs. E126-E129 orally in small groups. Groups will create hypotheses about the origin of rainbows and will share their information with the class.  Students will watch video about rainbows at <http://www.brainpop.com/science/energy/rainbows/> and will complete the accompanying activity  Writing:  Students will complete the review questions at the end of the section. Answers will be written in complete sentences. | **P.EN.06.41**  **P.EN.06.42**  Energy-light and sound  Students will create sentences using the vocabulary words from lessons 1 and 2 on [www.spellingcity.com](http://www.spellingcity.com)  Writing: Students will complete WB317 and WB322 independently. Resource room students will receive extra assistance.  Answers will be reviewed in class.  As an overall review of sound students will watch video at <http://www.brainpop.com/science/energy/sound/> | **P.EN.06.41**  **P.EN.06.42**  Energy-light and sound  Students will complete WB327 and WB328 in class with group. Answers will be reviewed.  Students will watch Bill Nye video on sound and light.  Writing:  Students will write a summary of information they have learned about sound and light. |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |